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EDUCATIONAL NEWS AND EDITORIAL COMMENT

COLLEGE WORK IN THE HIGH SCHOOL

San Diego, California, has followed the lead of several other cities in that state by adding to the high-school curriculum two years of college work. This "junior college" in no way interferes with the regular four-year high-school course; it merely provides the opportunity for graduates to do at home the first two years of advanced study. After finishing with credit the junior college, a pupil will be accepted as a Junior in Leland Stanford Junior University, in the University of California, and in most of the other higher institutions.

In recommending this innovation to the Board of Education, Superintendent Duncan MacKinnon sets forth its advantages under four heads.

1. For financial and other reasons, many high-school graduates are unable to continue their studies away from home.
2. The child can be kept for two years more under the influence of the home.
3. The influence of this opportunity will spur on many students to continue study who might otherwise stop.

4. Both Leland Stanford Junior and California have intimated that their elementary classes will be discontinued as soon as local conditions permit such work to be done in the high schools of the state.

It has long been recognized that the first two college years are in reality a continuation of the secondary school. With little variation, the almost universal program of the Freshman year includes English, modern languages, algebra, science, and history. The Sophomore year is not materially different. Moreover, the instruction is, or rather ought to be, in these two college years, the same intimate and carefully supervised work that is prevalent in secondary schools. Provided, then, that competent teachers are secured, there seems to be no reason why the pupil cannot remain at home for this added work.

And the securing of competent teachers is less likely to seem difficult when one considers that much of the elementary college work in large institutions at least is left in the hands of inexperienced instructors and assistants. Large lecture classes are met by the professors; and small quiz sections, in which alone is possible the personal touch with the students, are put in the hands of a subordinate. High-school teachers

of long experience are more likely to be better fitted to teach the average college Freshman than are the college instructors to whose mercies he usually is turned over. Superintendent MacKinnon asserts, "Many of the high-school teachers in San Diego are capable of doing the work of college grade."

This change is in line also with the best practice in the schools of Germany and France. The lad who finishes the *Gymnasium* is ready to be compared with our college Junior in advancement. This is as it should be. There is little or no reason for including senior-college and junior-college work under the same roof. The very name "higher institution" ought to signify that the work undertaken is of more difficult character. Just as we are coming to think that the proper division between the lower and the secondary school is at the end of the sixth grade, on the ground that the seventh and eighth grades are similar in nature to the high-school grades, so it is consistent to make the separating point of secondary and higher education at the sixth year of the high school.

The suggestion that the University of California and Leland Stanford Junior University have intimated that they may some day drop the first two years is not to be taken very seriously. It will be many long years, if ever, before the large majority of towns and cities can afford to establish the junior college. In all probability the expense, not prohibitive for San Diego, will be too heavy for smaller towns. A high school of one thousand pupils might have fifty Freshmen and thirty Sophomores in the junior college. These pupils would require at least five additional instructors more highly paid than the ordinary run of high-school teachers. To be sure this added expense to the local community might be met in some other way. We shall be surprised if there is not a movement in many states to withhold some of the subsidy now lavished on state institutions, and to divert it into channels of state aid for those towns which feel that with such help they can establish junior colleges.

STATE COMMISSIONER SUPREME

The Court of Appeals of the state of New York has recently made a ruling which makes the State Commissioner of Education supreme in educational matters of that state. He is made the ultimate authority in disputed matters arising in the system of New York City.

The decision arose in this way. The Board of Education and Superintendent Maxwell differed as to the interpretation of the right

of certain teachers to be on the eligible lists for promotion. Prior to 1902 licenses known as No. 1 and No. 2 were issued which entitled the holders to be placed on the promotion lists. Since that time additional by-laws have been adopted upon the subject of promotion which render ineligible the holders of these particular certificates. Nevertheless, the Board of Education, disregarding these by-laws, placed on the eligible list approximately 3,000 persons holding these old licenses. Superintendent Maxwell insisted that such an order would greatly impair the efficiency of the teaching force. When, therefore, he was ordered by the Board to place these names on the list, Mr. Maxwell took an appeal to State Commissioner Finley. Thereupon the Board through the corporation counsel sued out before the Court of Appeals a writ of prohibition against this hearing. The writ has now been denied, and the hearing will be held before the Commissioner.

Justice Hiscock, who wrote the opinion in which all the judges concur, says that he is not "prepared to admit that his [the Commissioner's] decision will not be binding and conclusive on all parties to this proceeding. By the terms of the statute it is made so, and I suppose that the legislature may provide that it shall be thus conclusive and binding on all of the agencies of the state."

It would seem that the effect of the decision will be very far reaching, in fact making one man the arbiter and dictator in all public educational affairs in the whole state. While the state of New York might rest content to have such a single dictator in the person of a man like Commissioner Finley, it is not difficult to think of certain other states, and other educational heads, in which the concentration of power would not be so fortunate.

THE OPPORTUNITY OF A PHYSICAL DIRECTOR

The old idea of physical training maintains that its sole purpose is to strengthen the body, to develop skill and grace by fancy dancing and light calisthenics, and to secure muscular development by Indian clubs, dumb-bells, apparatus work, and games.

However, a physical director may be "A No. 1," so far as his ability to coach athletic teams and to lead classes is concerned, and yet be a failure in his true work. To say that mental development is closely related to physical is a truism. A boy's mental efficiency is reduced by adenoids, diseased tonsils, weak eyes, etc. These and other defects at once depress his scholastic standing. Parents are seldom aware of these defects; and those who are aware of them do not realize their importance

in affecting the boy's mental ability. To diagnose such cases and to give proper advice—this is a far more important duty of a physical director who understands his business than is coaching athletic teams or leading dumb-bell squads.

A still more important field of usefulness is the opportunity of the competent director to reach boys who unwittingly do themselves great harm. This he does by means of simple talks on hygiene and personal purity. Gymnasium talks are found very helpful. It has been found that in classes of thirty boys as many as three or four are ready to admit that they have been warned and helped. An average of one boy in such a class will come to the director for advice. Besides these general lectures a keen-sighted director can find many occasions when a boy is just ready for advice in the nature of a talk on his general attitude toward life.

In the J. Sterling Morton High School a system called the "Out Club" makes it possible for the physical director to talk to the boys with good effect. If a lad is behind in any of his studies his name is posted. This excludes him from gymnasium after school hours and also from any outdoor sports. When a boy is in the Out Club we find out if there is any good reason for this, then we try to make him see that it is to his advantage to keep up in his studies. We usually appeal to him from an athletic standpoint or through the fact that he is kept away from the other fellows by having low grades. In this and in all our methods we have in view more men for athletics, better scholastic standing, better general health, and excellent personal habits. These purposes are mentioned in the order of importance, as they ought to be emphasized by a competent department of physical training.

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CICERO, ILLINOIS

INFORMATION PAMPHLETS OF THE SIOUX CITY HIGH SCHOOL

Superintendent M. J. Clark, of Sioux City, Iowa, is issuing a series of "information pamphlets" for the purpose of imparting information to the young people of the city about the various lines of activity possible in the high school. Pamphlet No. I describes the commercial courses; Pamphlet No. II, the extension music courses; a third pamphlet now under way will be entitled "College Preparation Courses." Three or four or more of a similar character are contemplated. These little bulletins, neat and trim, are designed, set up, and printed in the high-school printing-shop. The idea of issuing this information in pamphlet

form is itself worthy of comment. More commendable, however, is the plan of courses which the pamphlets set forth. Pamphlet No. I gives the outline of the commercial course as follows:

I. Short Courses:

While only the complete four years' graduation course can give the well-rounded training and education that a business man or woman needs, the Board of Education recognizes that many pupils cannot find the time for a full four years of work. They have, therefore, arranged one-, two-, and three-year certificate courses.

These courses have been so arranged that pupils may change to the longer course or the complete four-year course without much loss of time. It is recommended, however, that pupils enter for the complete course whenever possible, as the arrangement of materials can be much better adjusted for those who so enter.

II. Note These Things:

1. The one-year course is aimed to be of benefit to those pupils who cannot spend more than one year in the high school. It endeavors to give some things that have been found useful to everyone. It makes no pretense of turning out expert bookkeepers but it does give the elements of bookkeeping and its closely allied branches.

2. The two-year courses offer a thorough drill in the technique of either bookkeeping or shorthand. They offer in addition as much other pertinent matter as the time will permit.

3. The three-year courses should appeal especially to those who can see the many possibilities that a training in this double line presents. The beginner in business life finds a heartier welcome if he knows both bookkeeping and shorthand.

4. The graduate of the four-year course though, more than any other, is the one sought by business men. He or she has the choice of the vacancies.

III. Partial Courses:

In connection with other courses offered by the high school, pupils may carry for not less than a year in the commercial department any one of the following subjects: typewriting, bookkeeping, general science, or they may carry shorthand for two years, or penmanship for one-half year; no credit will be given for less than the above units, and credit in penmanship is dependent upon ability to write legibly and with correct movement and speed. No credit toward graduation will be given for less than the above amount of work.

While only one semester of penmanship receives credit, all pupils in the commercial department are required to take this work until their writing is satisfactory.

The highly suggestive fact in this series of short courses is that each one leads directly into the next higher one. A pupil can enter for any one of these courses, change his mind, and remain for the four years' course without loss of effort.

Pamphlet No. II outlines a liberal plan for correlating the study of music outside of school with the regular school work. In Sioux City one credit each semester may be applied upon the thirty credits required for graduation, but the pupils working for music credit are allowed to carry only three other studies, thus making the regular four-unit course for the year. The required work specifies one lesson of sixty minutes per week and practice of one hundred and twenty minutes a day, six days in the week; credit is not allowed for less than a full year's work. Various teachers of music throughout the city are accredited, but the pupil electing music is not passed upon the recommendation of his instructor. His credit is given only after special examinations by the school authorities. Three general courses, in pianoforte, violin, and organ study, are offered.

PHYSICAL EXERCISE OF COLLEGE STUDENTS

Dr. H. S. Wingert, director of physical education at Ohio State University, reports that the majority of students attending American colleges do not take the physical exercise necessary to keep their bodies in a healthful condition. Of 111,600 students in 150 institutions, only 18,359 participate in the athletic games, while in non-varsity games 45,378 men take part. On the sports not played under the direction of college, only \$71,000 is spent annually.

Out of 143 colleges taking part in inter-collegiate sports, 37 per cent take no interest in fostering any type of physical exercise, the report says. Fifty-one per cent try to create love for sport by promoting football, baseball, basket-ball, and other games. Twenty-one per cent give corrective exercises; 14 per cent hygienic lectures; 5 per cent require swimming and 2 per cent teach dancing. Dr. Wingert's investigation is part of the program being carried on by colleges to have all students participate in some form of athletic exercise.